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ABSTRACT

Designed for use by local education agencies, this handbook develops a twelve step process that facilitates the planning and development of comprehensive career education programs. The twelve steps are (1) involve administrators, teachers, and counselors; (2) involve the school board; (3) select a district career education coordinator; (4) inform parents, students, and the community; (5) establish a district steering committee; (6) establish program goals; (7) establish building level task forces; (8) conduct a status assessment; (9) select from programs that work; (10) write an adoption/adaptation plan; (11) write an evaluation plan; and (12) implement the program. Each step is presented in four parts: a brief capsule of what is involved, a statement of the major goal for the step, indication of what observable evidence will indicate the goal has been attained, and a list of suggested methods, materials, and sequences for taking action necessary to attain expected outcomes. In addition, the individual or group who might carry out each procedure is listed. Appended material includes a discussion of the eight elements of career education, suggested procedures for establishing goals, and a guide to status assessment. (LRA)

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12 STEPS TO CAREER EDUCATION

"A step-by-step process handbook that enables LEAs to plan and to develop comprehensive career education programs"

Prepared for

The U.S. Office of Education
Office of Career Education
Washington, D.C.

A Project of the

Interinstitutional Consortium for Career Education
Marion Education Service District
3180 Center Street N.E.
Salem, Oregon 97301

CE 020 319

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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September, 1978

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PREFACE

The concept of Career Education in the Pacific Northwest (Alaska, Idaho, Oregon and Washington) is an integral part of the total education structure and is designed to serve youth and adults from early through retirement years. Specifically in Oregon the primary goal of career education is to provide high quality career-centered activities in the classroom laboratory and community setting which will meet the individual career development needs of all learners.

One of the organizations established to enable Oregon to accomplish this goal was the Interinstitutional Consortium for Career Education (ICCE). ICCE was formed in 1974 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The purpose of the ICCE is to facilitate the ongoing efforts of Oregon's colleges and universities in preparing educational personnel for the development and conduct of career education activities.

On December 13, 1977 the Career Education Act was passed into law by Congress. Congressional commitment is representative of the enthusiasm for career education which has swept America during this decade. To help school districts meet this challenge a unique aspect of 12 Steps to Career Education is our attempt to eliminate the need for "reinvention of the wheel."

Ron Daugherty, Director of The Northern Institute in Alaska; Warren Suzuki, Assistant Professor, Oregon State University; and Darrell Ward, Director of Program Planning and Evaluation, Oregon Department of Education; performed valuable services in the application for the federal contract.

Rob Fussell, Educational Consultant; Wanda Martin, ICCE Project Assistant; and Linda Johnston, ICCE Administrative Assistant, all contributed significantly to the development of this publication. In addition, Zola Dunbar, Assistant Professor at Portland State University; Nancy Heim, Editor; Leo Myers, Evaluation Consultant; Herm Hughes, Director of Teacher Education, George Fox College; and Nancy Hargis, Dissemination Specialist, Oregon Department of Education; assumed various responsibilities during the duration of the project.

Special acknowledgement is due the developers of Programmatic Approach to Guidance Excellence (PAGE 2); the Career Education Coordinators of Alaska, Idaho, Oregon and Washington who comprised the Policy Board; Terry Newell, Project Monitor, Division of Career Education Programs; and Sid High, Supervisor of Career Education Programs, both of the U.S. Office of Education, Office of Career Education; Palmer, Alaska and Madras, Oregon, the two local education agencies who field tested 12 Steps to Career Education; and the Marion Education Service District, Salem, Oregon.

Arthur F. Terry, Director
Interinstitutional Consortium
for Career Education
Marion ESD
3180 Center Street N.E.
Salem, Oregon 97301

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READ THIS INFORMATION BEFORE USING "12 STEPS TO CAREER EDUCATION

"12 Steps to Career Education" is designed for you if your school district wants to plan and implement a comprehensive K-12 career education program. You can use this handbook in any district or school. Superintendents may use it or they may choose to pass it along to a member of their staff.

Whoever uses this handbook may find it necessary to jump back and forth among the steps. You should remember, however, that the material is based on the assumption that users will usually move through the steps in the sequence given.

Steps one to four will ensure involvement of appropriate people in the planning process, emphasizing early involvement of administrators and the school board. Past experience has demonstrated the process will break down without their early involvement.

Steps five and six will help you establish a district steering committee and set program goals.

Steps seven to nine explain how to set up building level task forces which are responsible for determining desirable curricular improvements.

Step ten provides suggestions for writing an instructional improvement plan of action.

Steps eleven and twelve are the processes for implementing that plan of action. Implementation procedures are not outlined in detail in this handbook.

We believe you will be able to move from step one to step ten in a matter of several weeks with minimal expenditure of funds or other resources. Steps eleven and twelve involve installation of already existing instructional practices, so adoption/adaptation costs should be far below costs of programs developed "from scratch."

This handbook is not intended to convince you that career education in worthwhile or that career education offers the only possible alternative for program improvement. The handbook is intended to guide you through a planning process which involves important aspects of effective program development.

Continued

READINESS CHECKLIST

The questions below will help you determine whether your district is ready to initiate the career education planning process outlined in this handbook. You should definitely take time out to determine whether, in your best judgment, your district is ready to proceed.

If you answer "yes" to all these questions, you can expect few or no major roadblocks in proceeding with the planning process.

If you answer "no" to any questions, you can likely expect more difficulty with the process. We suggest that the "no's" should be carefully analyzed in terms of the extent to which in your opinion they will inhibit the process. You might consider contacting career education resource people for help in changing "no's" to "yes's."

You may want to select key people, such as an existing curriculum group, to help you with this checklist. In small districts, one or two people might know all the information necessary for the questionnaires. In any case, the answers should be based on knowledge of the district as a whole.

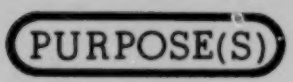
YES	NO	
___	___	Have you, through some means, assessed student needs which you feel can best be addressed through career education program development?
___	___	Did the above assessment involve school staff, students, parents and the other representatives from the community?
___	___	Have you met with your state department of education career education staff to learn about your state's program, services and technical assistance resources?
___	___	Have district staff already been exposed to career education concepts, and have some of them expressed positive reaction and attitudes?
___	___	Have some members of your staff received specialized training in career education?
___	___	Are some of your teachers presently using career education in their classrooms?
___	___	Is the general climate in your district conducive to program development? (It may not be if there are major conflicts among staff or communication breakdown between teachers and administrators.)
___	___	Do you want a comprehensive coordinated K-12 career education program?

Continued

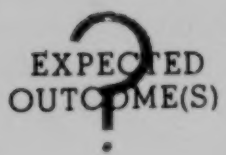
HOW 12 STEPS IS ORGANIZED

Each step in the process is presented in the same format. This direct, easy-to-follow approach should facilitate the handbook's use.

A brief capsule of what is involved.



Statement of the major goal(s) for each step.



Observable evidence that the purpose(s) has been attained. Outcome attainment signals completion of a step.

Suggested methods, materials and sequences for taking action necessary to attain expected outcomes. The individual (superintendent or district coordinator) or group (district steering committee or building level task force) who might carry out each procedure is listed in the right margin.

Continued

DETERMINE ENTRY POINT

We suggest you first determine the step at which your district should enter the planning process. It is possible at any step, but it is critical that no step be omitted. Take the following action.

I Be sure you have completed the readiness checklist and are satisfied that sufficient readiness exists.

II Study the Table of Contents to acquire a broad overview of the process. You may want to read the STEP and PURPOSE sections of each of the twelve steps located in the main text of the handbook.

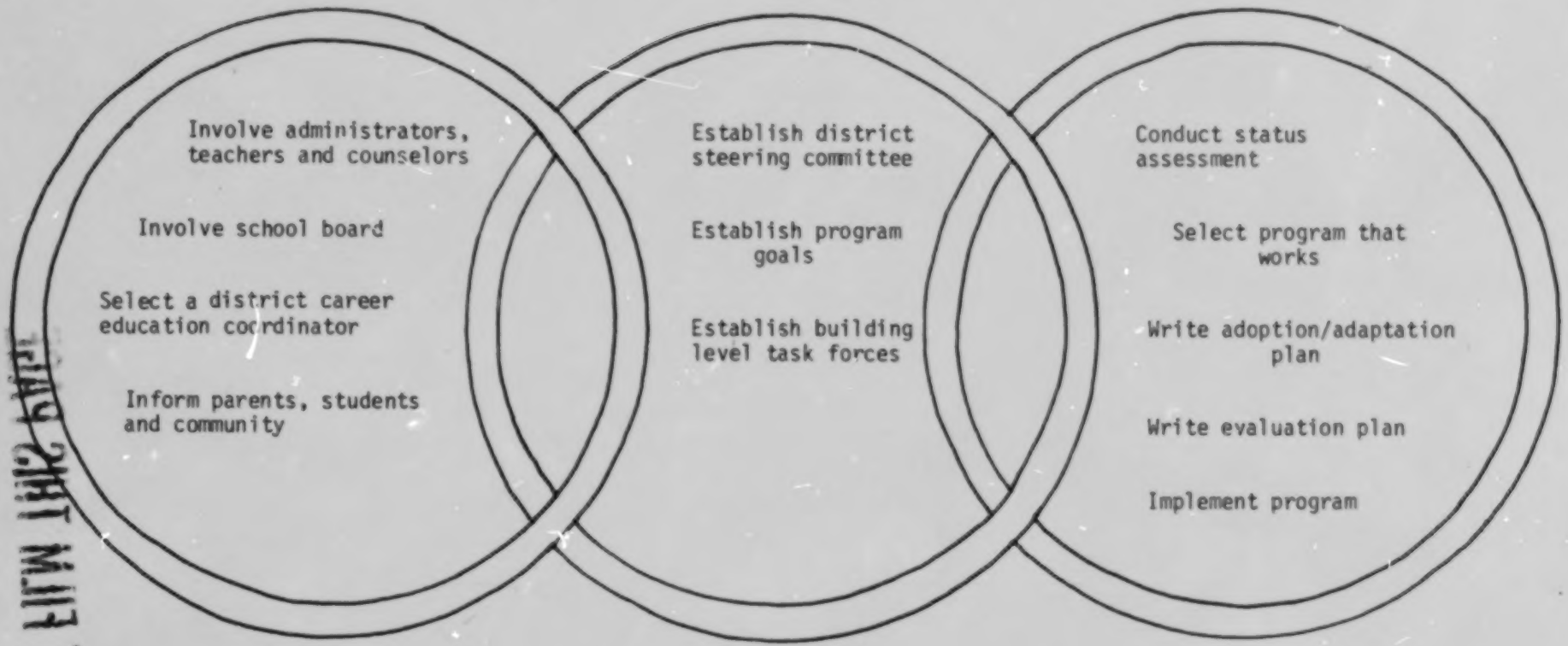
III Beginning with Step 1 read the EXPECTED OUTCOMES statements. If the outcomes have been attained, then move on to Step 2 outcome statements. Continue until you find outcome statements which have not been attained or which have been partially attained.

IV Your district's entry point should be the first step in which you locate unattained or partially attained EXPECTED OUTCOMES.

READ BEFORE TURNING THE PAGE

On the next page is a graphic presentation of the 12 Steps planning process. The interlocking circles are intended to depict the interrelationships of the steps and to emphasize the horizontal nature of the process. For example, Steps 11 and 12 may happen concurrently. Other steps may overlap and even happen in a sequence different from the sequence suggested.

12 STEPS PLANNING PROCESS



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S T E P S

1 - 12

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INVOLVE ADMINISTRATORS, TEACHERS, AND COUNSELORS

The superintendent, or whoever initiates the planning process in the district, acquires documents and audio-visual materials which provide a good overview of career education. He or she encourages study and informal discussion among staff until all groups reach a common understanding.

NOTE: See list of materials in SUGGESTED PROCEDURES. Studying a common set of materials will help staff relate past knowledge and experience to a set of common denominators.

PURPOSE(S)

The staff's knowledge of career education should be increased to the point where all groups can make some decisions about merits of career education.

Good informal communication links should be established so the staff reaches a common understanding of what career education involves.

The staff must be able to agree to cooperate with the effort if they want to move ahead with a planning process.

EXPECTED OUTCOME(S)

Existing curriculum development committees, teacher organization and/or teacher union leaders will express their support of an implementation effort. This support can be verbal or written.

A majority of teachers and counselors will report positive feelings and attitudes about the potential of career education.

Administrators, teachers and counselors will hold similar expectations for career education.

Administrators will report their willingness to provide leadership for the planning process.

A representative group of administrators, teachers and counselors will prepare for the school board, a written statement endorsing career education. It should include a proposal to move ahead with a planning process as outlined in this handbook.

NOTE: Whether this statement should be a report or a request will depend on your board's usual procedures in such matters.

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SUGGESTED PROCEDURE(S)

A. ACQUIRE A BASIC SET OF INFORMATIVE MATERIALS - Superintendent

Materials collected should enable the staff to acquire a basic understanding of career education and provide background for group discussions. The following list might be a good start.

- Career Education - A Primer. Hoyt, Kenneth B. 1977. Current policy statement of the U.S. Office of Education.
  Available: Superintendent of Documents
  U.S. Government Printing Office
  Washington, D.C. 20007

- Career Education: What Proof Do We Have That It Works? Report of a panel session at the Commissioner's Conference on Career Education, Houston, Texas, November, 1976.
  Available: Superintendent of Documents
  U.S. Government Printing Office
  Washington, D.C. 20007

- Career Education State Plan. Your state plan for career education.
  Available: State Department of Education
  Coordinator, Career Education
  Your State

- The Original American Early Morning Primer. 1977. Provides an example of how a rural school district restructured its curriculum to integrate career education concepts. A project funded by the U.S. Office of Education to present a model for rural schools.
  Available: Cashmere School District
  Cashmere, Washington 98815

- Workshop Proceedings, December, 1976 and April, 1977. Major presenters were Dr. Edwin Herr "The Conceptual Foundations of Career Education," Dr. Grant Venn, "Career Education and the General School Administrator," and Dr. Lois-ellin Datta "Some Observations on the Status of Evaluations and of Evaluating Career Education."
  Available: Interinstitutional Consortium for Career Education
  Marion ESD
  3180 Center Street N.E.
  Salem, Oregon 97301

SUGGESTED PROCEDURE(S)

- Flight Plan: Toward a Career Choice. 1977. This manual is based on Akron's past and present collaboration efforts. The aim of the manual is to help interested communities implement or expand their own collaboration programs in career education. To that end, summaries of basic information about career education and descriptions of specific activities and procedures are included.
  Available: Akron Public Schools
  70 North Broadway
  Akron, Ohio 44308

- A School Board's Debate: Career Education. 1978. Two reels approximately 30 minutes each that can be shown independent or together. The reels are a school board meeting where the board is discussing the pros and cons of career education. There are also two support films entitled Ken Hoyt's Comments. Dr. Hoyt tries to answer some of the questions that are raised in the previously mentioned films.
  Available: National School Boards Association
  1055 Thomas Jefferson Street N.W.
  Washington, D.C. 20007

B. HOLD AN ALL STAFF MEETING — Superintendent

- During a meeting of all district staff, explain that because of interest in career education, a set of study materials has been compiled. Encourage all teachers, counselors and administrators to study them. Suggest they begin to discuss the materials with each other and to share opinions, thoughts or ideas about career education. Also encourage sharing any personal experiences with career education which they have had.

- Indicate you are interested in determining the extent to which there is interest in career education program development.

C. ASSESS DESIRE OF STAFF TO ACCEPT CAREER EDUCATION — Superintendent

- Organize faculty discussions.

- Attend faculty meetings as an observer. Seek subjective feedback from all groups.

- Ask teacher association and/or union leaders to assess opinions of their particular groups.

- Ask principals to assess personnel and faculty attitudes. Allow plenty of discussion time during regular principal meetings.

- Ask for input from existing curriculum committees.

SUGGESTED PROCEDURE(S)

D. PREPARE A STATEMENT FOR THE BOARD — Superintendent

- If the majority of feedback from your district staff is positive, convene a representative group of teachers, counselors and administrators. Together, draft a statement for the board expressing enthusiasm for career education and the desire to move ahead with a planning process.

- If the feedback from the district staff is not generally positive, you may want to stop the process at this point and re-assess at a later time. If reaction is mixed, you may decide to begin the process only for those schools where there is significant staff interest. The process outlined in this handbook does not depend on participation of every school in a district.

- Ascertain any steps required by board policy before submitting the statement. Board policy usually governs their procedures in such matters.

- Estimated resource needs should be specified. Existing budget resources should be identified to cover expected costs for: teacher release time, secretarial assistance and materials purchased.

INVOLVE SCHOOL BOARD

The superintendent informs the board of the district's written plan and obtains their endorsement.

PURPOSE(S)

The board should acquire a basic knowledge of career education and endorse the written plan to move ahead with planning.

EXPECTED OUTCOME(S)

Board members will acquire a basic knowledge of career education.

The board will take whatever action required or necessary such that the written plan can be initiated.

NOTE: Involve the board in accordance with district policy.

SUGGESTED PROCEDURE(S)

A. INFORM THE BOARD — Superintendent

- Design a presentation for the board which briefly summarizes the district's investigation of career education and outlines the written plan for their consideration. Some of the materials listed in Step 1 SUGGESTED PROCEDURES are especially designed for school board members.
- Be prepared to give more information if the board members want it.
- It may be helpful to have informal discussions with board members before the formal presentation. Board members might even be interested in visiting existing programs.

B. ANTICIPATE BOARD CONCERNS — Superintendent

- One of the board's primary concerns may be "money." Be prepared to discuss the anticipated resource needs and to point out existing budget sources.
- Emphasize the district's intent to use this process handbook which has been designed specifically to help districts make decisions about career education programs.
- Be sure the board understands that at this point you are intending only to plan, not implement, a program. A detailed implementation plan will be a product of the process which they will see at a later time.
- Be sure the board takes any necessary formal action.

SELECT A DISTRICT CAREER EDUCATION COORDINATOR

The superintendent initiates and manages the process of selecting an individual to provide leadership and coordination for the district's career education planning effort.

PURPOSE(S)

An individual must be selected to coordinate the entire efort. This step is critical to the successful implementation of a career education program.

EXPECTED OUTCOME(S)

A district coordinator will be appointed and given sufficient time to follow through.

SUGGESTED PROCEDURE(S)

A. DETERMINE COORDINATION NEEDS — Superintendent

- Determine how much time the coordinator will need. Consider such factors as:
  - student enrollment
  - number of schools
  - distance between schools
  - coordination needs of past district-wide developmental thrusts
  - support staff for the coordinator
  - experiences of other districts which have gone through the process

- The critical point here is that without adequate coordination, the program will not get off the ground.

B. DEVELOP A JOB DESCRIPTION — Superintendent

- In preparing a job description, keep in mind the coordinator role will require close involvement with staff, students and community representatives. The coordinator must be skilled in working with individuals and groups and supporting them in their efforts. He or she will occupy a vital position on the district steering committee and will be the primary spokesperson for all participating in the process.

- Following are key characteristics of successful people holding similar positions. Some of these might be included in the job description.

  Essential:
  - Ability to establish rapport with school personnel and community representatives.
  - Enthusiastic commitment to the need for career education programs in the district.
  - Demonstrated "track record" of successful endeavors in education and respect of peers.
  - Minimum of three years experience as an educational professional in a school district.
  - Experience making presentations to groups, including teachers and students.

SUGGESTED PROCEDURE(S)

Desirable:
- Experience at both elementary and secondary levels.
- Experience directing or coordinating developmental activities, especially those involving adults.
- Work experience in non-educational occupations.
- Experience in curriculum development.
- Ability to maintain good professional relationships by being open-minded and supportive of others.
- Capable of handling conflict diplomatically and skillfully.

C. ANNOUNCE AND FILL THE POSITION — Superintendent

o Develop and post a job description for open competition. Specify the announcement is for a district career education coordinator. Primary responsibility is to coordinate planning and development of a K-12 career education program.

NOTE: Open competition may not be appropriate in small districts. In such cases, an informal collaborative process will suffice.

o Screen interested candidates and choose the person best suited for the assignment.

o Provide the coordinator with this process handbook and all supportive materials.

INFORM PARENTS, STUDENTS AND COMMUNITY

The district coordinator explains to parents, students and the community what career education involves and why the district is interested in planning for a program. Inform each group about the planning process which the district is undertaking.

NOTE: Steps 4 and 5 may be reversed if a district decides that the steering committee appointed during step 5 is necessary to help with the information disseminated in step 4. One disadvantage of reversing the steps is that the meetings called for during step 4 could help identify interested individuals who could be especially helpful on the steering committee later.

PURPOSE(S)

Persons should acquire a basic understanding of the planning process.

Persons in these groups should acquire a basic understanding of career education.

EXPECTED OUTCOME(S)

Persons will have an understanding of what career education is all about.

Persons will be aware of the planning process.

SUGGESTED PROCEDURE(S)

A. DESIGN PRESENTATION — District Coordinator

- o Design a 15-30 minute presentation which addresses the two purpose statements of Step 4. The same presentation can be used with this step's three target groups. These suggestions may help.
  - Acquire or develop supportive media to explain career education. Ask your state career education coordinator for current films, filmstrips or other media available from state or national sources. Also develop a brochure or a one-to-two-page handout. Be certain all materials are appropriate for non-educator groups.
  - Make an overhead transparency of page 5 of this handbook. Develop a brief narrative overview of each step in the process.

B. INVOLVE SCHOOL ADMINISTRATORS IN PLANNING — District Coordinator

- o Arrange with the superintendent to be on the agenda at a regular meeting of district and building administrators. Make your prepared presentation and then ask the principals to help you develop a plan for informing students, parents and the community. Use the possible strategies below for discussion purposes.

C. POSSIBLE STRATEGIES FOR INFORMING PARENTS — District Coordinator

- o In small districts, a personal presentation to each parent-teacher association may be made.
- o In large districts, a special late afternoon meeting for all building level PTA officers may be held. Building principals may want to follow this session with a presentation to their own PTA groups. In such cases make your prepared presentation available for their use.
- o Contact your local newspaper about running an article on career education.

SUGGESTED PROCEDURE(S)

D. POSSIBLE STRATEGIES FOR INFORMING STUDENTS — District Coordinator

- Ask the building principals to accept responsibility for informing their own students.
- At the elementary level, teachers need only tell students they are involved in planning some new classroom activities.
- At the junior and senior high level, students can hear the local coordinator's presentation, enter into classroom discussions and become aware of what's in the future.

E. POSSIBLE STRATEGIES FOR INFORMING THE COMMUNITY - District Coordinator

- Ask the local newspaper to print a special feature story on career education which addresses the two purposes of this step.
- Contact local civic organizations and offer to make a presentation to their groups.
- Contact leaders of business, industry, and labor and offer to make a presentation to their groups.

ESTABLISH A DISTRICT STEERING COMMITTEE

The superintendent appoints the steering committee from a recommended list of people. The role of the committee must be clearly spelled out in writing.

NOTE: The superintendent might want to designate the local coordinator as executive secretary.

PURPOSE(S)

The steering committee should provide overall direction for the process.

The committee should serve as the formal link between the school district and the community.

EXPECTED OUTCOME(S)

A steering committee will be set up and given its charge by the superintendent.

The committee's charge will be put in writing and posted.

The first meeting will be held.

SUGGESTED PROCEDURE(S)

A. ORGANIZE THE COMMITTEE — District Coordinator

- Develop a written statement outlining the district steering committee's role.

B. DETERMINE POSITIONS TO BE FILLED — District Coordinator

- Already existing groups may be able to assume this function. This is acceptable, however, it is desirable that the groups listed below be represented. Depending on district size, steerting committees may vary from 13 to 25 members. Based on experience of similar project, you may find the following guide useful:

  Chairperson. This person should be elected by the committee after its formation. Duties will include initiating and monitoring committee activities.

  Executive Secretary. The local career education coordinator should fill this role. Duties will include calling meetings, keeping records and carrying on correspondence with committee members.

  School Administrator Representative. Include at least one principal from each instructional level (elementary, secondary) and at least one central office administrator.

  Teacher Representative. Include at least two teachers from each instructional level (primary, elementary, junior high and senior high). Effort should be made to include at least one teacher from each building.

  Parent Representative. Include two parents selected from among parent group leaders, representing both the elementary and secondary levels.

  Student Representative. Include one representative from among leaders at the senior high level.

  Business/Industry/Labor. Include two persons selected from among leaders of business, labor and industry.

SUGGESTED PROCEDURE(S)

School Board Representative. Include one school board member.

Regional Career Education Specialist. Include your regional career education coordinator. If none exists, seek a representative from the state department of education.

School Counselor. Include the district guidance director or one counselor from both the elementary and secondary levels.

C. CONSIDERATION IN SELECTION OF CANDIDATES — District Coordinator

- Keep in mind that later in the process individual school building task force leaders (Step 7) will be identified. Steering committee teacher representatives will be prime candidates because they will have been involved from the beginning.
  - -- a basic guide would be to use the same criteria established for selection of the local coordinator.
  - -- Teacher members should have peer acceptance or respect.
- Try to select parents and community representatives who have displayed a personal commitment to follow through with requirements of such appointments and who have a definite interest in career education.

D. RECOMMEND A LIST OF CANDIDATES — District Coordinator

After enough candidates have been identified:

- Help draft a letter to candidates requesting their membership on the committees.
- Contact each candidate by letter. You may want to follow-up with a phone call.
- Submit the recommended list to the superintendent.

SUGGESTED PROCEDURE(S)

E. CONVENE AN ORGANIZATIONAL MEETING — Superintendent

- Charge the committee with its responsibilities.
- Make a presentation on career education. Time should be allowed for discussion and a question/answer period.
- Review the planning process to crystallize understanding.
- Distribute copies of Appendix I of this handbook.

  NOTE: Explain that these eight elements of career education are nationally recognized for representing all aspects of a comprehensive K-12 program. The goals listed under each element are intended to specify student outcomes more clearly.

- Ask all committee members to study Appendix I in preparation for the next meeting.
- Ask all committee members to bring Appendix I to the next meeting.
- Set the next meeting place and time.

ESTABLISH PROGRAM GOALS

The district steering committee establishes a priority list of goals for the district's career education program.

NOTE: The district coordinator should convene as many meetings of the committee as necessary to complete this step. In most cases, goal setting will require three meetings, each lasting approximately three hours; however, this may vary.

PURPOSE(S)

Goals must be established to guide development of the district's career education program.

EXPECTED OUTCOME(S)

The committee will reach consensus on a ranking of possible career education goals. These are goals representing all aspects of career education.

The committee will recommend three priorities which the district should implement.

The district coordinator will prepare written summary of the steering committee action.

SUGGESTED PROCEDURE(S)

A. CONVENE THE STEERING COMMITTEE FOR THE GOAL SETTING PROCESS — District Coordinator

- Lead a discussion of Appendix I which was distributed at the first meeting for take-home study purposes. By a majority vote, the group may choose to add one or more goal statements. If so, first identify which element is addressed by the new goal. Add your new goal as a sub-goal under one of the 18 broad goal statements already listed. Do not create any broad goal statements beyond 18.

  NOTE: Knowledge of Appendix I is essential to understanding this suggested procedure.

- Guide the committee through Appendix II of this handbook. The final product is a prioritized list of goal statements.

- Guide the committee through Appendix III Section A to reach group consensus on needs assessment--how well the district is meeting career education goals. The final product is identification of the highest priority areas in which program development should occur.

  NOTE: Encourage each member to approach this activity with whatever personal knowledge and experience he or she brings to the committee.

B. SUMMARIZE STEERING COMMITTEE DECISIONS — District Coordinator

- The most important elements of this summary are:

  -- a general overview of the process followed by the committee.

  -- a list of eighteen ranked goals.

  -- the letter to the superintendent written in Appendix III.

C. PRESENT WRITTEN SUMMARY TO SUPERINTENDENT — District Coordinator

- It is suggested that you schedule a personal meeting with the superintendent to deliver the letter and give a verbal overview.

ESTABLISH BUILDING LEVEL TASK FORCES

The district coordinator sets up a task force in each building to be involved. These task forces will be responsible for recommending curricular changes (materials, strategies, programs) to be implemented in their buildings.

PURPOSE(S)

A school-based group with intimate knowledge of the school's curriculum is in the best position to decide the specific career education programs to be implemented.

EXPECTED OUTCOME(S)

It is recommended that a task force be set up in each building that is involved in the program.

A task force will be charged with responsibility for steps eight through ten in this handbook.

SUGGESTED PROCEDURE(S)

A. SET UP TASK FORCES

District Coordinator

- Develop a written statement specifying task force responsibilities. Purpose statements for steps seven to ten may serve as a guide for a written statement describing the role of the task force. Each task force member should receive a copy of the written statement.

- Determine in which buildings task forces are needed. They should be set up in all implementing buildings.

  NOTE: In small districts, it may be possible for the district steering committee to become the task force.

- Determine task force membership. Based on experience of other districts which have successfully implemented career education, the following positions should be filled.

  Chairperson. A person from the building elected by the task force.

  Executive Secretary. The district coordinator may best fit this role.

  NOTE: In large districts, this may be impossible. Another committee member may be substituted.

  School Principal. Another school administrator may fill this position.

  Teachers. A representative from each instructional level (primary, intermediate, etc.) in the elementary school and a representative from each department (science, math, etc.) in the high school.

  Parent. A leader in the parent organization (PTA, advisory committee, etc.).

  Student. Junior high or high school only.

  School Counselor.

- Consult with the school principal to identify and select task force members. Ask the principal to personally contact each potential member to seek acceptance of the appointment.

SUGGESTED PROCEDURE(S)

B. HOLD AN ORGANIZATIONAL MEETING

District Coordinator

- Explain purposes of the task forces. This can either be done with each building task force individually or as a single group meeting of all the district's task force members.

  NOTE: It may be advisable to hold a special evening dinner meeting in order to familiarize all task force members with their roles.

- Be prepared to answer questions about career education.

- Select a chairperson for each task force.

- Make a presentation outlining the work to be done as presented in this handbook.

- Provide specific training for task force chairpersons on how to conduct the status assessment required in Step 8. The training can be done either at the end of the organizational meeting or scheduled for another time and day.

  NOTE: The most effective method for training chairpersons on conducting the status assessment is actually doing it together. This should take approximately one hour.

CONDUCT STATUS ASSESSMENT

Each building level task force conducts its own status assessment.

NOTE: This step intentionally duplicates the status assessment conducted by the district steering committee as part of goal setting in step six. The two assessments will serve as a check on each other. Accurate assessment is vital to the program's success when implemented.

PURPOSE(S)

The building task forces should participate with the steering committee in identifying career education goals to be implemented.

EXPECTED OUTCOME(S)

Each building level task force will specify career education goals to be implemented in their buildings.

SUGGESTED PROCEDURE(S)

A. CONDUCT STATUS ASSESSMENT — Building Level Task Force Chairperson

- Guide the task force through Section B of Appendix III of this handbook entitled Status Assessment Building Level Task Force.

B. COMPARE FINDINGS WITH STEERING COMMITTEE — Building Level Task Forces

- Each task force chairperson might meet with the district steering committee to report his or her building assessment findings. It may be advisable for all the task force chairpersons to meet with the steering committee at the same time.

- The steering committee and task force chairpersons should compare assessment findings, and collaborate to determine specific career education areas to be implemented. Report these recommendations to the superintendent.

  NOTE: Differences of opinion may emerge and the decision might be made to implement different career education areas in different buildings.

SELECT PROGRAMS THAT WORK

The building level task forces identify and study existing career education programs. The task forces select programs to implement.

NOTE: The district must decide if each building in the district will adopt/adapt its own program or if there will be a district-wide program adoption/adaptation.

PURPOSE(S)

Existing instructional programs should be identified which address priority career education goals.

Programs should be screened and studied carefully in order that a decision can be made to adopt or adapt a specific practice.

EXPECTED OUTCOME(S)

After screening and studying programs will be identified for implementation.

SUGGESTED PROCEDURE(S)

A. LOCATE EXISTING PROGRAMS

Building Level Task Forces

NOTE: The authors of 12 Steps to Career Education have conducted a local, state and national search for existing career education programs which have demonstrated effectiveness in schools.

These programs have been included in a companion document.

- o Career Education: Programs That Work.
  Available:
  Interinstitutional Consortium for Career Education
  Marion ESD
  3180 Center Street N.E.
  Salem, Oregon 97301

There are several methods for assessing programs. One approach is to analyze the extent to which programs address the eight elements of career education outlined in Appendix I. The following process will help relate your goal to elements and the elements to existing programs which you may want to consider.

- Determine which of the eight elements are addressed by the career education goals selected by the task forces. The 18 goals and their corresponding elements follow.

	GOALS	ELEMENTS
1.	Understand relationship of curriculum to career planning	Educational Awareness
2.	Understand how economic conditions affect career plans	Economic Awareness
3.	Appreciate community role in career development	Career Awareness
4.	Understand significance of social systems within work settings	Employability Skills
5.	Acquire a sense of independence	Self Awareness
6.	Develop decision-making skills	Decision Making
7.	Develop skills to cope with a changing work world	Decision Making
8.	Develop awareness of preferred life styles	Career Awareness
9.	Acquire effective interpersonal skills	Employability Skills
10.	Understand and appreciate the discipline of work	Beginning Competency
11.	Develop career planning skills	Decision Making
12.	Implement educational and job placement goals	Employability Skills
13.	Appreciate parental role in career development	Self Awareness
14.	Develop a positive self concept	Self Awareness
15.	Locate and use sources of occupational information	Employability Skills
16.	Develop positive attitudes toward work	Attitudes & Appreciations
17.	Develop values clarification skills	Attitudes & Appreciations
18.	Value human dignity	Educational Awareness

SUGGESTED PROCEDURE(S)

- Familiarize yourself with Career Education: Programs That Work, the companion document to 12 Steps to Career Education.
- Locate abstracts of programs in Career Education: Programs That Work which are:
  - -- at the grade levels of your interest, and
  - -- responsive to the element(s) you have chosen to implement.

    NOTE: The elements addressed by each program are listed on each abstract.

B. COLLECT DETAILED INFORMATION ON PROGRAMS OF PRIMARY INTEREST — Building Level Task Forces

- Involve faculty members in study of programs.
- Visit the developers of the program.

  NOTE: Be sure to ask them what they think will be necessary in terms of staff training, materials, costs, etc.

- See the program in operation if possible.

C. SELECT A PROGRAM(S) TO IMPLEMENT — Building Level Task Forces

WRITE ADOPTION/ADAPTATION PLAN

The task force determines all adoption/adaptation needs and designs an implementation plan.

PURPOSE(S)

The task force should design a detailed implementation plan based on their knowledge of their school's curriculum.

EXPECTED OUTCOME(S)

A detailed plan will be developed, endorsed by the district steering committee and approved by the superintendent.

The plan will be initiated.

NOTE: Step 10 is based on the assumption that programs will be selected for adoption or adaptation. This will eliminate the necessity of developing instructional units from scratch. If you decide to develop your own units, the following guide may be useful as a sample approach:

Developing Career Education Units
A "How To" Guide

By: Beckham Caudill
Career Education Coordinator
Letcher County Schools
Whitesburg, Kentucky 41858

SUGGESTED PROCEDURE(S)

A. WRITE A PLAN FOR IMPLEMENTATION — Building Level Task Forces

The following suggestions of main topics may provide an outline for your plan.

- o Statement of career education areas being addressed.
- o Overview and historical sketch of the chosen instructional practice.
- o Statement of "why" the instructional programs was selected.
- o Estimate of costs for materials to implement the program in the classrooms.
- o Estimate of teacher inservice time and costs. (trainer, teacher release time, substitute's pay, etc.)
- o Projected plan for accomplishing necessary teacher inservice.
- o Projected timeline from today forward.

B. SUBMIT THE PLAN TO THE DISTRICT STEERING COMMITTEE. — Building Level Task Forces

- o Seek their endorsement.
- o Request that the steering committee seek superintendent endorsement and financial support.

C. INITIATE THE PLAN. — Building Level Task Forces

WRITE EVALUATION PLAN

After a practice is implemented, the district coordinator and/or evaluation specialist apply the district's usual procedures for evaluating instructional programs.

PURPOSE(S)

The district should determine the extent to which career education goals are being met.

EXPECTED OUTCOME(S)

Decisions will be made about program effectiveness and teacher inservice needs. Student outcome data will be collected.

Documentation of implementation success will be available.

SUGGESTED PROCEDURE(S)

A. UTILIZE EXISTING DISTRICT PROCEDURES. — District Coordinator

B. IF NONE EXISTS.

- Contact an evaluation specialist in your district, your regional center or your state department of education.
- Solicit help with an evaluation design.

NOTE: There are at least four basic types of evaluation. Each type can help monitor a different phase in the life of a career education program. Needs assessment is done in the initial planning phase of a program so that the effort can focus on meeting important needs. It is used to help make planning decisions. Formative evaluation occurs while a program is being implemented to collect information about how it can be improved. Formative evaluation serves "implementing decisions" (decisions about how well the program is being implemented as planned and what aspects of the program should be modified.) Summative evaluation focuses on the sum worth of a program--its success in achieving objectives, overall effectiveness for the funds expended, and impact on the intended audience. It often takes place near the end of a program but can occur whenever attainments occur. Summative evaluation is used to make "recycling decisions" (decisions about the future of a program or part of a program). An evaluation audit is conducted by an external party to verify that the evaluation is relevant, accurate, and reliable.

- Acquire the document Improving the Accountability of Career Education Programs, and A Guide For Infusing Locally Developed Career Eduation Measures, The Center for Vocational Education, The Ohio State University , 1960 Kenny Road, Columbus, Ohio 43210.

IMPLEMENT PROGRAM

The district installs a program by implementing the adoption/adaptation plan.

PURPOSE(S)

Career education processes will be infused in the total curriculum of the school.

EXPECTED OUTCOME(S)

A comprehensive career education program which will deliver the program goals determined by the steering committee and building level task forces.

SUGGESTED PROCEDURE(S)

This handbook does not outline a procedure for implementation. This step is included here as a place holder because of its critical importance.

APPENDIX I

APPENDIX I

* The 8 Elements of Career Education presented here have received national recognition as being broadly representative of a comprehensive career education program.

The Comprehensive Career Education Model (CCEM) was designed to infuse career education into all aspects of the school curriculum. It proposes that curriculum must relate to real-life situations. This can be achieved with a detailed plan for a comprehensive career education curriculum.

CCEM identifies eight developmental concepts as part of a comprehensive career education program. These eight concepts are:

1. Each person must know himself/herself and develop a personal value system.

2. Each person must perceive the relationship between education and life roles.

3. Each person must be able to recognize the processes in production, distribution, and consumption in his/her economic environment.

4. Each person must acquire knowledge of the wide range of careers.

5. Each person must be able to use information in determining alternatives and reaching decisions.

6. Each person must acquire and develop skills which are viewed as the ways in which man extends his behavior.

7. Each person must develop social and communication skills appropriate to career placement and adjustment.

8. Each person must develop appropriate feelings toward self and others.

In turn, the key concepts provide the bases for the eight elements of career education which comprise a significant part of the matrix. These are:

1. Self-Awareness
2. Educational Awareness
3. Economic Awareness
4. Career Awareness
5. Decision Making
6. Beginning Competency
7. Employability Skills
8. Attitudes & Appreciations

* Comprehensive Career Education Model
The Center for Vocational Education
The Ohio State University
August, 1972

(1)

SELF AWARENESS: This refers to students knowledge and attitudes about themselves and what kind of persons they hope to become. Through career education and home and community experiences, students will become involved in a planned, sequential process of self-assessment and self-evaluation which results in self-identity.

13. APPRECIATE PARENTAL ROLE IN CAREER EDUCATION
    - A. Understand how parent/child relationships affect career development
    - B. Understand relationships between parent/student expectations

14. DEVELOP A POSITIVE SELF CONCEPT
    - A. Develop perceptions of oneself in terms of interests, abilities, values and goals
    - B. Develop awareness of how others see you
    - C. Develop concept of ideal self

15. ACQUIRE A SENSE OF INDEPENDENCE
    - A. Develop ability to assign priorities to goals
    - B. Develop ways to deal with the fact that one's career goals may be different from those of significant others.

(2)

ECONOMIC AWARENESS: A student observes and participates in the economic system to some extent prior to school entry. Career education will build on this base and encourage thorough exploration of the economic system as it relates to career development. A student with basic economic awareness will be prepared to read the economic environment and solve personal and social economic problems as an adult.

2. *UNDERSTAND HOW ECONOMIC CONDITIONS AFFECT CAREER PLANS*
   - A. *Understand how personal economics affect career plans*
   - B. *Understand how economic trends affect career plans*
   - C. *Understand the range of economic benefits associated with various occupations*

(3)

CAREER AWARENESS: Students possess some knowledge about attitudes toward, and interests in some careers prior to entering a career education program. They already know something about career performances and associated life-styles, rewards, leisure time, working conditions, and the education and training requirements possessed by some persons in some careers. That knowledge of careers can be referred to as career awareness. Through career education, home, and community life, students should gain understanding of the broad range of careers which are available. They should learn what is involved in the development, growth, behavior, training and rewards of persons engaged in specific occupations. From career awareness, students should actively explore career possibilities and prepare to identify appropriate careers.

5. APPRECIATE COMMUNITY ROLE IN CAREER DEVELOPMENT
   - A. Experience the reality of the work world
   - B. Gain access to role models in the world of work
   - C. Understand how those in the work world evaluate and perceive you

8. DEVELOP AWARENESS OF PREFERRED LIFESTYLES
   - A. Learn how to assess whether preferred work roles are in harmony with non-work roles
   - B. Understand that in choosing an occupation, an individual chooses a way of life

(4)

EDUCATIONAL AWARENESS: Students already have some awareness of the relationship between education and training, whether formal or experience based, and the life roles assumed by themselves and others. From career education, students should develop and refine a thorough understanding of the part education and training play in relation to the real world in which they will assume productive participation. They will also come to recognize the need for specific education and training for specific career roles.

1. *UNDERSTAND RELATIONSHIP OF CURRICULUM TO CAREER PLANNING*
   - A. *Understand career implications of school subjects*
   - B. *Understand how basic skills, marketable skills and interpersonal skills are related to career goals*

15. *VALUE HUMAN DIGNITY*
   - A. *Understand interdependence of human race*
   - B. *Understand how to gain equal access to educational and occupational activities*

(5)

DECISION MAKING: Students already have some understanding of the decision making process and possess some decision making skills. Through career education and supporting school and life experiences, they should develop increasing skills and experience in decision making, practice making decisions, and come to accept the responsibility for the outcomes of their decisions. Career decisions will progress from tentative to those which are increasingly irreversible or reversible only at some cost of time, effort and/or money. They should reach a decision which represents a career direction-setting by grade ten, or early enough to develop entry-level skills in a career plan prior to school exit.

5. DEVELOP DECISION MAKING SKILLS
   - A. Understand steps in decision making process
   - B. Understand psychological aspects of decision making
   - C. Understand that individuals make many career-related decisions
   - D. Learn to accept responsibility for one's decisions

11. DEVELOP CAREER PLANNING SKILLS
   - A. Understand the importance of planned vs. haphazard
   - B. Assume responsibility for planning
   - C. Develop sense of planfulness

7. DEVELOP SKILLS TO COPE WITH A CHANGING WORK WORLD
   - A. Understand how environmental changes affect work roles
   - B. Understand the relationship between commitment and tentativeness
   - C. Learn how to plan for change

(6)

BEGINNING COMPETENCY: Beginning competency refers to the student's ability to make "tool and process applications." Tool applications are those activities by which an individual expands his/her behavior, ideas, senses and abilities. Process applications involve learning and practicing activities which lead to the accomplishment of tasks. Career education should offer students opportunities to participate in both tool and process applications as they prepare for employment.

10. UNDERSTAND AND APPRECIATE THE DISCIPLINE OF WORK
    - A. Understand that persistence, organization, use of resources, and productivity help one master the environment
    - B. Understand that much of human activity involves work
    - C. Develop skills necessary for employment in the career area of his/her choice

(7)

EMPLOYABILITY SKILLS: Employability skills relate to locating and obtaining career placement on an initial and an advanced basis. Employability skills also involve developing group participation, other social-relation awareness and skills, and skills related to worker adjustment.

12. IMPLEMENT EDUCATIONAL AND JOB PLACEMENT GOALS
    - A. Understand use of placement services
    - B. Develop job-seeking skills

4. UNDERSTAND SIGNIFICANCE OF SOCIAL SYSTEMS WITHIN WORK SETTINGS
    - A. Understand that occupational mobility is influenced by social systems
    - B. Understand that access to training and jobs is influenced by social systems
    - C. Understand women and minority group stereotypes
    - D. Understand work setting power structures

15. LOCATE AND USE SOURCES OF OCCUPATIONAL INFORMATION
    - A. Know the human and material resources that are available
    - B. Understand the role of occupational information when making career-related decisions

9. ACQUIRE EFFECTIVE INTERPERSONAL SKILLS
    - A. Learn how to work in various types of groups
    - B. Learn how to get along with authority figures
    - C. Learn how to get along with peers
    - D. Learn effective skills for interacting with opposite sex and minority group members

(8)

ATTITUDES AND APPRECIATIONS: Attitudes and appreciations are the affective component of career education. Through career education and its supporting systems, the individual should develop an internalized value system which includes a valuing of his/her own career role and the roles assumed by others. These appreciations and positive attitudes should lead to active and satisfying participation as a productive citizen and provide for both self-fulfillment and social fulfillment, a member of the world of work with appreciations for his/her own role and the role of others.

16. *DEVELOP POSITIVE ATTITUDES TOWARD WORK*
    - A. *Internalize the concept that work is a valued institution*
    - B. *Appreciate all kinds of work*
    - C. *Learn how to deal with occupational stereotypes*

17. *DEVELOP VALUES CLARIFICATION SKILLS*
    - A. *Learn how to assess which values are important*
    - B. *Learn skills to cope with value conflicts*
    - C. *Learn to work with those whose values may differ from one's own values*

ESTABLISHING GOALS FOR A COMPREHENSIVE CAREER EDUCATION PROGRAM

EXPECTED OUTCOMES:

1. Steering committee members will be aware of the goals of a comprehensive career education program.

2. Each individual steering committee member will prioritize goals of a comprehensive career education program.

3. The steering committee, as a whole will reach concensus on a priority ranking of goals for the district.

NOTE TO THE LEADER OF THIS ACTIVITY

Study the contents of Appendix II and prepare yourself well before attempting to use it with the committee. First you must determine which of the two sections is appropriate for your commiteee.

Use Section A if you personally will guide the entire committee through the process as a group. Section A should probably be your choice if the committee is under 15 members and if you make special effort to stimulate large group discussion.

Use Section B if you plan to divide the committee into groups (5-7 members is recommended for each group). This will probably be necessary if the steering committee is over 15 members. In this case you will be relinquishing some of your leadership responsibility to assigned group leaders. Some of the large group activities in Section A are handled in small groups in Section B.

It is recommended that you review both Section A and B keeping in mind that the outcomes are the same, but that the directions to the leader and the procedures differ.

Decide whether to use Section A or B. In either case, encourage all committee members to participate in discussing the purpose and significance of each goal.

APPENDIX II

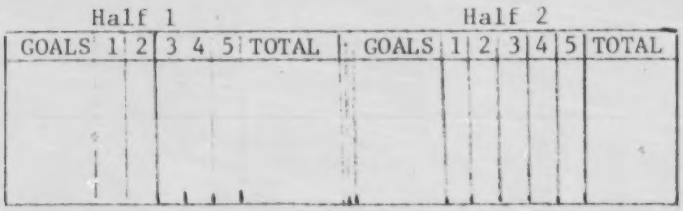
SECTION A

SUGGESTED PROCEDURE(S)

A. PREPARE MATERIALS AND THE MEETING AREA

- One planning board per person.
  Print and assemble a planning board for each person. At the end of Section A are master copies which you will need to duplicate.

  NOTE: There are two halves. An assembled planning board should look like this:



  The planning board will only be used once. It is recommended they be reproduced inexpensively.

- An envelope for each person containing 45 markers. Each person will need 45 markers about the size of a dime. These can be cut from cardboard or you may use such items as buttons, macaroni, beans, small rocks or anything you feel will work.

- One pencil per person.

- The meeting area should be a large room with tables and chairs.

- Leader's materials.
  In addition to the planning boards and markers above, the leader will need:
  a. GOAL STATEMENT RATING SHEET (1 copy). A master copy is included at the end of Section A. This form will be used by the leader to record and summarize all committee action.
  b. Pocket calculator.

B. ACTIVITY I -- INDIVIDUALLY RATE GOALS

- Explain to the steering committee members that they are about to participate in an activity that will:
  a. Help them become familiar with some of the goals of a comprehensive career education program, and
  b. Cause them to think about the importance they would attach to each of these goals.

SUGGESTED PROCEDURE(S)

First, they will be asked to rate independently the 18 career education goals which they are about to receive. Explain that these goal statements are broadly representative of career education.

- Distribute the following materials to each participant:
  - 1 planning board
  - 1 package of 45 markers
  - 1 pencil
  - a. Make sure the participants have the planning board in front of them because they will be using the board throughout the meeting.
  - b. Ask participants to open the package containing the 45 markers.

  Participants should check to see that they have the correct number of items.

- Now tell the participants that you are about to give them directions on how to rate the goals. Ask them to listen carefully and not to do anything until you have given them the signal to proceed.

- Tell participants they will first read each of the career education goal statements listed on each planning board. As they examine each goal statement, they should read the sub-goals associated with it. The sub-goals listed under each of the goal statements are important for understanding the goal statement. As they read each goal they should ask themselves: HOW IMPORTANT IS THIS CAREER EDUCATION GOAL FOR OUR SCHOOL SYSTEM?

- Tell participants before they start the rating process to place a marker in Column 1 beside each of the 18 goal statements. Each marker has a value of 1 point. (Pause until all participants have finished this task, then proceed with directions.)

- Tell participants they will next reread the goal statements and place another marker in Column 2 for those goals they believe to be more important.

- Then they will continue to read the goal statements and follow the same procedures for columns 3, 4, and 5 that they did for Columns 1 and 2.

- Tell participants they must keep in mind the following as they rate the goals:
  - a. All 45 markers must be used. Each marker has a value of 1 point. For example, if they wish to assign a goal a rating of 3, then markers must be placed in Columns 1, 2, and 3.
  - b. At least 1 goal statement must have 5 markers (5 points) beside it.

SUGGESTED PROCEDURE(S)

c. A maximum of 5 markers (5 points) is allowed for any 1 goal statement.
d. It is not necessary for every goal statement to have a marker beside it.
e. In the event participants wish to rearrange their planning board, they may add or remove markers from the goal statements. As they reconsider the rating given to each goal, they should remember that markers must always be in horizontal sequence with no spaces between markers.

- Tell participants to make a firm decision about total points they wish to assign goals. After all points are assigned, ask each of the participants to record his/her totals for each goal in the total points column of the planning board.

- This activity should take 30 minutes. Emphasize that individual ratings will be used to arrive at group consensus. GO!!

NOTE: You may want to summarize the above directions and give a written copy to each participant. Or prepare an overhead transparency with the directions which could remain on a screen throughout the activity.

C. ACTIVITY II -- COMPUTE MATHEMATICAL AVERAGES

- Explain that the first step toward consensus is to compute mathematical averages. The leader will need only one copy of the Career Education Goal Statement Rating Sheet located at the end of Section A.

- Guide the groups through the steps below:
  a. Read the first goal on the goal statement rating sheet.
  b. Have each member of the steering committee read aloud his/her score for each particular goal. Read your score last.
  c. On a separate sheet of paper add all the scores for each goal.
  d. Record the total group score for each goal in the total group score column on the rating sheet.
  e. Obtain the average by dividing the total group score for the goal by the number of participants in your group.

NOTE: Carry the average two decimal places (such as 3.61). A pocket calculator works well here.

  f. Record the average for each goal in the math-average column on the rating sheet.

SUGGESTED PROCEDURE(S)

D. ACTIVITY III -- REACH CONSENSUS

- Explain the purpose of this activity is to reach group consensus on the importance of each career education goal.

- Set up one planning board to be managed by the district coordinator and/or group leader. Using the mathematical averages as an initial guide, the group arrives at a consensus score for each goal. Participants should have their own planning board in front of them so they can read the goal statements and recall their own individual ratings.
  a. A consensus score is reached when the majority agree upon a score. Vote on each goal.
  b. The consensus score must be a whole number.
  c. Remember that all 45 markers must be used. At least 1 goal statement must have 5 markers (5 points) beside it.

     1. It is possible that all markers (points) will be used before the group has rated all the 18 goals. In this case the group will have to read through the goal statements and make consensus adjustments as required.
     2. It is possible that all the markers (points) will not be used in the initial group rating process. In this case the group will have to read through the goal statements and make consensus adjustments because all markers (points) must be used.
     3. The district coordinator should record the final group consensus rating in the appropriate column on the career education goal statements rating sheet.

E. ACTIVITY IV -- ASSIGN PRIORITY RANKINGS

- Explain the purpose of this activity is to rank the goals upon the basis of the consensus ratings listed on the goal statements rating sheet.

- If several goals have the same consensus score of 5, they should all receive a priority rank of 1. Those which receive 4 should receive a priority of 2, etc.

- Record the priority rankings of the career education goal statements rating sheet in the priority rank column.

SUGGESTED PROCEDURE(S)

F. ACTIVITY V - SUMMARIZE

- Explain that the steering committee has accomplished the task of producing a prioritized list of career education goals.
- The district coordinator needs to maintain a master copy of the career education goal statements rating sheet. It will be needed to complete activities in Appendix III.
- Return to Step 6, page24-Suggested Procedure A.

GOAL STATEMENTS RATING SHEET
A Summary

GOALS	Total Group Score	Math Average 2 places	Group Consensus Rating	Priority Rank	Status Assessment Group Average
1. Understand relationship of curriculum to career planning					
2. Understand how economic conditions affect career plans					
3. Appreciate community role in career development					
4. Understand significance of social systems within work settings					
5. Acquire a sense of independence					
6. Develop decision making skills					
7. Develop skills to cope with a changing work world					
8. Develop awareness of preferred lifestyles					
9. Acquire effective interpersonal skills					
10. Understand and appreciate the discipline of work					
11. Develop career planning skills					
12. Implement educational and job placement goals					
13. Appreciate parental role in career development					

GOAL STATEMENTS RATING SHEET
A Summary

GOALS	Total Group Score	Math Average 2 places	Group Consensus Rating	Priority Rank	Status Assessment Group Average
14. Develop a positive self concept					
15. Locate and use sources of occupational information					
16. Develop positive attitudes toward work					
17. Develop value clarification skills					
18. Value human dignity					

PLANNING BOARD

HALF 1

GOAL STATEMENTS	1	2	3	4	5	TOTAL POINTS
1 UNDERSTAND RELATIONSHIP OF CURRICULUM TO CAREER PLANNING A. Understand career implications of school subjects B. Understand how basic skills, marketable skills, and interpersonal skills are related to career goals						
2 UNDERSTAND HOW ECONOMIC CONDITIONS AFFECT CAREER PLANS A. Understand how personal economics affect career plans B. Understand how economic trends affect career plans C. Understand the range of economic benefits associated with various occupations						
3 APPRECIATE COMMUNITY ROLE IN CAREER DEVELOPMENT A. Experience the reality of the work world B. Gain access to role models in the work world C. Understand how those in the work world evaluate and perceive you						
4 UNDERSTAND SIGNIFICANCE OF SOCIAL SYSTEMS WITHIN WORK SETTINGS A. Understand that occupational mobility is influenced by social systems B. Understand that access to training and jobs is influenced by social systems C. Understand women and minority group stereotypes D. Understand work setting power structures						
5 ACQUIRE A SENSE OF INDEPENDENCE A. Develop ability to assign priorities to goals B. Develop ways to deal with the fact that one's career goals may be different from those of significant others						
6 DEVELOP DECISION-MAKING SKILLS A. Understand steps in decision-making process B. Understand psychological aspects of decision making C. Understand that individuals make many career-related decisions D. Learn to accept responsibility for one's decisions						
7 DEVELOP SKILLS TO COPE WITH A CHANGING WORK WORLD A. Understand how environmental changes affect work roles B. Understand the relationship between commitment and tentativeness C. Learn how to plan for change						
8 DEVELOP AWARENESS OF PREFERRED LIFESTYLES A. Learn how to assess whether preferred work roles are in harmony with non-work roles B. Understand that in choosing an occupation an individual chooses a way of life						
9 ACQUIRE EFFECTIVE INTERPERSONAL SKILLS A. Learn how to work in various types of groups B. Learn how to get along with authority figures C. Learn how to get along with peers D. Learn effective skills for interacting with opposite sex and minority group members						

PLANNING BOARD

HALF 2

GOAL STATEMENTS	1	2	3	4	5	TOTAL POINTS
10 UNDERSTAND AND APPRECIATE THE DISCIPLINE OF WORK A. Understand that persistence, organization, use of resources, and productivity help one master the environment B. Understand that much of human activity involves work						
11 DEVELOP CAREER PLANNING SKILLS A. Understand the importance of planned vs. haphazard career-related activities B. Assume responsibility for planning C. Develop sense of planfulness						
12 IMPLEMENT EDUCATIONAL AND JOB PLACEMENT GOALS A. Understand use of placement services B. Develop job seeking skills						
13 APPRECIATE PARENTAL ROLE IN CAREER DEVELOPMENT A. Understand how parent/child relationship affects career development B. Understand relationship between parent/student expectations						
14 DEVELOP A POSITIVE SELF CONCEPT A. Develop perception of oneself in terms of interests, abilities, values, and goals B. Develop awareness of how others see you C. Develop concept of ideal self						
15 LOCATE AND USE SOURCES OF OCCUPATIONAL INFORMATION A. Know the human and material resources that are available B. Understand the role of occupational information when making career-related decisions						
16 DEVELOP POSITIVE ATTITUDES TOWARD WORK A. Internalize the concept that work is a valued institution B. Appreciate all kinds of work C. Learn how to deal with occupational stereotypes						
17 DEVELOP VALUES CLARIFICATION SKILLS A. Learn how to assess which values are important to oneself B. Learn skills to cope with value conflicts C. Learn to work with those whose values may differ from one's own values						
18 VALUE HUMAN DIGNITY A. Understand interdependence of human race B Understand how to gain equal access to educational and occupational activities						

APPENDIX II

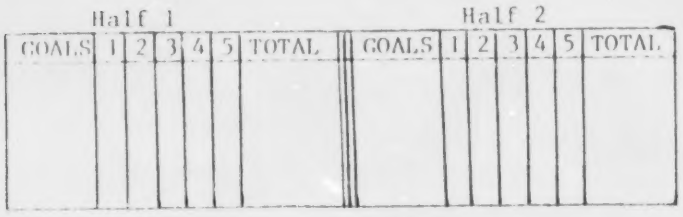
SECTION B

SUGGESTED PROCEDURE(S)

A. PREPARE MATERIALS AND THE MEETING AREA

- One planning board per person.
  Print and assemble a planning board for each person. At the end of Section A are master copies which you will need to duplicate.

  NOTE: There are two halves. An assembled planning board should look like this:



  The planning board will only be used once. It is recommended they be reproduced inexpensively.

- An envelope for each person containing 45 markers. Each person will need 45 markers about the size of a dime. These can be cut from cardboard or you may use such items as buttons, macaroni, beans, small rocks or anything you feel will work.

- One pencil per person.

- The meeting area should be a large room with tables and chairs.

- Leader's materials.
  In addition to the planning boards and markers above, the leader will need:
  a. GOAL STATEMENT RATING SHEET (1 copy). A master copy is included at the end of Section A. This form will be used by the leader to record and summarize all committee action.
  b. Pocket calculator.

B. ACTIVITY I -- INDIVIDUALLY RATE GOALS

- Explain to the steering committee members that they are about to participate in an activity that will:
  a. Help them become familiar with some of the goals of a comprehensive career education program, and
  b. Cause them to think about the importance they would attach to each of these goals.

SUGGESTED PROCEDURE(S)

First, they will be asked to rate independently the 18 career education goals which they are about to receive. Explain that these goal statements are broadly representative of career education.

- Distribute the following materials to each participant:
  - 1 planning board
  - 1 package of 45 markers
  - 1 pencil
  - a. Make sure the participants have the planning board in front of them because they will be using the board throughout the meeting.
  - b. Ask participants to open the package containing the 45 markers.

  Participants should check to see that they have the correct number of items.

- Now tell the participants that you are about to give them directions on how to rate the goals. Ask them to listen carefully and not to do anything until you have given them the signal to proceed.

- Tell participants they will first read each of the career education goal statements listed on each planning board. As they examine each goal statement, they should read the sub-goals associated with it. The sub-goals listed under each of the goal statements are important for understanding the goal statement. As they read each goal they should ask themselves: HOW IMPORTANT IS THIS CAREER EDUCATION GOAL FOR OUR SCHOOL SYSTEM?

- Tell participants before they start the rating process to place a marker in Column 1 beside each of the 18 goal statements. Each marker has a value of 1 point. (Pause until all participants have finished this task, then proceed with directions.)

- Tell participants they will next reread the goal statements and place another marker in Column 2 for those goals they believe to be more important.

- Then they will continue to read the goal statements and follow the same procedures for columns 3, 4, and 5 that they did for Columns 1 and 2.

- Tell participants they must keep in mind the following as they rate the goals:
  - a. All 45 markers must be used. Each marker has a value of 1 point. For example, if they wish to assign a goal a rating of 3, then markers must be placed in Columns 1, 2, and 3.
  - b. At least 1 goal statement must have 5 markers (5 points) beside it.

SUGGESTED PROCEDURE(S)

c. A maximum of 5 markers (5 points) is allowed for any 1 goal statement.
d. It is not necessary for every goal statement to have a marker beside it.
e. In the event participants wish to rearrange their planning board, they may add or remove markers from the goal statements. As they reconsider the rating given to each goal, they should remember that markers must always be in horizontal sequence with no spaces between markers.

- Tell participants to make a firm decision about total points they wish to assign goals. After all points are assigned, ask each of the participants to record his/her totals for each goal in the total points column of the planning board.

- This activity should take 30 minutes. Emphasize that individual ratings will be used to arrive at group consensus. GO!!

NOTE: You may want to summarize the above directions and give a copy to each participant. Or prepare an overhead transparency with the directions which could remain on a screen throughout the activity.

C. ACTIVITY II -- COMPUTE MATHEMATICAL AVERAGES

- Explain that the first step toward consensus is to compute mathematical averages.

- Divide the committee into small groups of 5-7 members and ask each group to meet separately in the room.

NOTE: Assignments to the groups may be made in various ways. It is helpful, however, for each group to include individuals representing various grade levels, administration, counseling and the community. Whenever a small group activity occurs, participants should always work within the same group.

- Instruct them to have their planning board with them; markers are not necessary in this activity.

- Allow two minutes for each group to select a leader.

- Give each group leader a copy of the Small Group Worksheet for Activity II and III. A master copy is included at the end of Section B.

SUGGESTED PROCEDURE(S)

a. The group leader should read aloud each goal statement on the worksheet and have each member of the group give his/her rating of each goal. Group leader reads his/her own rating last.
b. The group leader should record the total scores and obtain averages by dividing the total score for each goal by the number of participants in the group.
c. The group leader should record the average for each goal in the small group math average column on the worksheet.

D. ACTIVITY III -- REACH CONSENSUS

- Explain that the purpose of this activity is to reach small group consensus on the importance of each career education goal.

- Reconvene same small groups of 5-7 members.

- Provide each group leader with a planning board and one envelope of markers. Make sure each group leader also has a single copy of the Small Group Worksheet for Activity II and III.

- Using the mathematical averages from the worksheet as an initial guide, the group arrives at a consensus score for each goal. Each group member should have his/her planning board for reviewing the goal statements.
  a. A consensus score is reached when the majority agree upon a score. Vote on each goal.
  b. The consensus score must be a whole number.
  c. Remember that all 45 markers must be used. At least one goal statement must have 5 markers (5 points).

     1. It is possible that all of the markers (points) will be used before the group has rated all of the 18 goals. In this case, the group will have to read through the goal statements and make consensus adjustments as required.
     2. It is possible that all of the markers (points) will not be used in the initial group rating process. In this case, the group will have to read through the goal statements and make consensus adjustments because all markers (points) must be used.

SUGGESTED PROCEDURE(S)

- The group leader records each goal rating on the small group worksheet in the small group consensus rating column, puts materials away, and notifies the workshop leader that the group has completed this task.

E. ACTIVITY IV -- ASSIGN PRIORITY RANKINGS

- Reconvene the large group.
- Explain that the purpose of this activity is to rank the goals on the basis of the consensus ratings listed by the small groups on their Small Group Worksheet during Activity III.
- The district coordinator should ask each small group leader to read aloud his/her group's consensus scores for each goal.
- Record the consensus scores for each group on the Large Group Summary Worksheet for Assigning Priorities. A master copy is located at the end of Section B.
- Record the total consensus score for each goal in the total column of the summary sheet.
- When the total score for the large group has been computed for each goal, rank the goals.

  NOTE: If several goals have the same score total each of these goals would be assigned the same priority rank.

- Stress that assigning priorities to goals is a useful decision making tool for a school district. It indicates the goals on which schools should place the most emphasis.

F. ACTIVITY V -- SUMMARY

- Explain that the steering committee has accomplished the task of producing a prioritized list of career education goals.
- The district coordinator needs to maintain a master copy of the large group summary worksheet for assigning priorities. It will be needed to complete activities in Appendix III.
- Return to Step 6, page 24, Suggested Procedure A.

SMALL GROUP WORKSHEET FOR:

Mathematical Averages -- Activity II
Consensus Ratings -- Activity III

Goals	Small Group Total Score	Small Group Math Average	Small Group Consensus Ratings
1. Understand relationship of curriculum to career planning			
2. Understand how economic conditions affect career plans			
3. Appreciate community role in career development			
4. Understand significance of social systems within work settings			
5. Acquire a sense of independence			
6. Develop decision-making skills			
7. Develop skills to cope with a changing work world			
8. Develop awareness of preferred life-styles			
9. Acquire effective interpersonal skills			
10. Understand and appreciate the discipline of work			
11. Develop career planning skills			
12. Implement educational and job placement goals			
13. Appreciate parental role in career development			
14. Develop a positive self concept			
15. Locate and use sources of occupational information			
16. Develop positive attitudes toward work			
17. Develop values clarification skills			
18. Value human dignity			

LARGE GROUP WORKSHEET
FOR ASSIGNING PRIORITIES
A Summary

Goals	Group 1	Group 2	Group 3	Group 4	Tot.	Priority Rank	Status Assessment Group Average
1. Understand relationship of curriculum to career planning							
2. Understand how economic conditions affect career plans							
3. Appreciate community role in career development							
4. Understand significance of social systems within work settings							
5. Acquire a sense of independence							
6. Develop decision-making skills							
7. Develop skills to cope with a changing work world							
8. Develop awareness of preferred life-styles							
9. Acquire effective interpersonal skills							
10. Understand and appreciate the discipline of work							
11. Develop career planning skills							
12. Implement educational and job placement goals							
13. Appreciate parental role in career development							
14. Develop a positive self concept							
15. Locate and use sources of occupational information							
16. Develop positive attitudes toward work							
17. Develop values clarification skills							
18. Value human dignity							

APPENDIX III

STATUS ASSESSMENT

SECTION A

STEERING COMMITTEE STATUS ASSESSMENT

DISTRICT STEERING COMMITTEE
STATUS ASSESSMENT

How Well Are Career Education
Goals Being Met?

EXPECTED OUTCOME(S)

- The steering committee will assess how well career education goals are currently being met by the district.
- The steering committee will identify the most critical needs which should be addressed by the district.

SUGGESTED PROCEDURE(S)

A. PREPARE THE COMMITTEE

- Explain that consideration must be given as to how well the district's current programs are meeting career education goals.
- Explain that each committee member should assess the goals on the basis of whatever background, experience and knowledge he or she brings to the committee.

B. ACTIVITY I - INDIVIDUAL ASSESSMENT

- Explain that in this activity committee members will rate each of the 18 career education goal statements according to how well they feel the district's current programs are meeting each goal.
- Distribute to each committee member, one copy of the worksheet: How Well Are Goals Being Met? A master copy is located on pages 75 to 78. Be sure to include a copy of the directions.
- Ask each committee member to read the directions for the activity and to complete the assessment individually. Allow 15-20 minutes.

SUGGESTED PROCEDURE(S)

C. ACTIVITY II - MATHEMATICAL AVERAGES

- After the assessment is completed by all, compute the group mathematical average for each of the 18 goal statements. Use a separate sheet of paper to do the figuring.

    a. Ask each member to read aloud his/her score for each particular goal.

    b. Add all the scores for each group.

    c. Obtain the group average by dividing the total group score by the number of participants in the group. Carry averages out two decimal places such as 3.14.

    NOTE: The district coordinator should record the group averages for each goal in the appropriate column on whichever summary form was used in Appendix I.

- Xerox copies of the summary sheet should be made immediately and given to each committee member prior to the next activity.

D. ACTIVITY III - ANALYZE ASSESSMENT FINDINGS

- Review for the group the meaning of the last two columns of data on the summary sheet.

    a. The prior rank column contains the ranking assigned each goal by group consensus.

    b. The status assessment column is the committee's assessment of how well goals are being met by the district.

- Have the participants look at the ranges in the two columns. Ask the question: What can they do with this information? Encourage discussion of the question for several minutes. Eventually participants should identify the goal statements which received high priority ratings and low assessment ratings. These would indicate high need areas not being met by current district programs.

- Tell the committee that you have a letter from the superintendent of schools which you wish to read to them:

SUGGESTED PROCEDURE(S)

MEMORANDUM	
TO: Career Education Steering Comittee	DATE:
SUBJECT: Career Education Program	FROM: (Superintendent)

Would you please prepare a one-page statement which will assist me in making some decisions regarding our career education programs? In the statement, identify for me the goals on which we should concentrate our efforts next year. Any rationale you can provide will also be helpful.

cbw

NOTE: Committee members may ask, "What goes in a rationale?" Here are some possible answers:

a. relationships of the goals to present career education efforts.

b. interrelationships of the goals recommended for concentrated efforts.

c. how the high need goals were determined.

- Conduct a large group discussion to determine the priority career education goals to be included in the letter to the superintendent. Consider data accumulated during priority ranking of the goals and status assessment in your decision making.

- The district coordinator or group leader should summarize the groups action and prepare a one-page letter to the superintendent.

SUGGESTED PROCEDURE(S)

HOW WELL ARE GOALS BEING MET?
WORKSHEET

Directions:
Listed below are the goals for a comprehensive career education program. The goals are not listed in priority order.

Your task is to read each of the goal statements and ask yourself: "In my opinion, how well are current school programs meeting this goal?"

The answer to this question for each of the goals will provide information needed to revise existing programs and to develop new programs. You should use the following rating system.

Extremely poor:	Nothing is being done to meet this goal.
Poor:	Efforts to meet this goal are weak; the school must do much more to meet this goal.
Fair:	Present program are acceptable, the school needs to attach more importance to this goal.
Above average:	The school is doing a good job in meeting this goal.
Extremely well done:	The school has implemented and continues to improve in this area.

For example: If you believe that your district is doing a good job in meeting this goal, "Understand a relationship of curriculum to career planning," draw a circle around the number 4 on the scale to the right of that goal.

Goal Statements

	Extremely Poor	Poor	Fair	Above Average	Extremely Well Done
1. UNDERSTAND RELATIONSHIP OF CURRICULUM TO CAREER PLANNING A. Understand career implications of school subjects B. Understand how basic skills, marketable skills, and interpersonal skills are related to career goals	1	2	3	4	5
2. UNDERSTAND HOW ECONOMIC CONDITIONS AFFECT CAREER PLANS A. Understand how personal economics affect career plans B. Understand how economic trends affect career plans C. Understand the range of economic benefits associated with various occupations	1	2	3	4	5
3. APPRECIATE COMMUNITY ROLE IN CAREER DEVELOPMENT A. Experience the reality of the work world B. Gain access to role models in the work world C. Understand how those in the work world evaluate and perceive you	1	2	3	4	5
4. UNDERSTAND SIGNIFICANCE OF "SOCIAL SYSTEMS" WITHIN WORK SETTINGS A. Understand that occupational mobility is influenced by social systems B. Understand that access to training and jobs is influenced by social systems C. Understand sexism and minority group stereotypes D. Understand work setting power structures	1	2	3	4	5
5. ACQUIRE A SENSE OF INDEPENDENCE A. Develop ability to assign priorities to goals B. Develop ways to deal with the fact that one's career goals may be different from those of significant others	1	2	3	4	5
6. DEVELOP DECISION-MAKING SKILLS A. Understand steps in decision-making process B. Understand psychological aspects of decision making C. Understand that individuals make many career-related decisions D. Learn to accept responsibility for one's decisions	1	2	3	4	5
7. DEVELOP SKILLS TO COPE WITH A CHANGING WORK WORLD A. Understand how environmental changes affect work roles B. Understand the relationship between commitment and tentativeness C. Learn how to plan for change	1	2	3	4	5
8. DEVELOP AWARENESS OF PREFERRED LIFESTYLES A. Learn how to assess whether preferred work roles are in harmony with non-work roles B. Understand that in choosing an occupation an individual chooses a way of life	1	2	3	4	5

Goal Statements

	Extremely Poor	Poor	Fair	Above Average	Extremely Well Done
9. ACQUIRE EFFECTIVE INTERPERSONAL SKILLS A. Learn how to work in various types of groups B. Learn how to get along with authority figures C. Learn how to get along with peers D. Learn effective skills for interacting with opposite sex and minority group members	1	2	3	4	5
10. UNDERSTAND AND APPRECIATE THE DISCIPLINE OF WORK A. Understand that persistence, organization, use of resources, and productivity help one master the environment B. Understand that much of human activity involves work	1	2	3	4	5
11. DEVELOP CAREER PLANNING SKILLS A. Understand the importance of planned vs. haphazard career-related activities B. Assume responsibility for planning C. Develop sense of planfulness	1	2	3	4	5
12. IMPLEMENT EDUCATIONAL AND JOB PLACEMENT GOALS A. Understand use of placement services B. Develop job seeking skills	1	2	3	4	5
13. APPRECIATE PARENTAL ROLE IN CAREER DEVELOPMENT A. Understand how parent/child relationship affects career development B. Understand relationship between parent/student expectations	1	2	3	4	5
14. DEVELOP A POSITIVE SELF CONCEPT A. Develop perception of oneself in terms of interests, abilities, values, and goals B. Develop awareness of how others see you C. Develop concept of ideal self	1	2	3	4	5
15. LOCATE AND USE SOURCES OF OCCUPATIONAL INFORMATION A. Know the human and material resources that are available B. Understand the role of occupational information when making career-related decisions	1	2	3	4	5
16. DEVELOP POSITIVE ATTITUDES TOWARD WORK A. Internalize the concept that work is a valued institution B. Appreciate all kinds of work C. Learn how to deal with occupational stereotypes	1	2	3	4	5
17. DEVELOP VALUES CLARIFICATION SKILLS A. Learn how to assess which values are important to oneself B. Learn skills to cope with value conflicts C. Learn to work with those whose values may differ from one's own values	1	2	3	4	5

Goal Statements

	Extremely Poor	Poor	Fair	Above Average	Extremely Well Done
	1	2	3	4	5

18. VALUE HUMAN DIGNITY
    A. Understand interdependence of human race
    B. Understand how to gain equal access to educational and occupational activities

SECTION B

BUILDING LEVEL TASK FORCE
STATUS ASSESSMENT

BUILDING LEVEL TASK FORCE
STATUS ASSESSMENT

How Well Are Career Education
Goals Being Met?

EXPECTED OUTCOME(S)

1. The task force will assess how well career education goals are currently being met by their schools.
2. The task force will identify the most critical needs which should be addressed by their schools.

SUGGESTED PROCEDURE(S)

A. PREPARE THE TASK FORCE

- Explain that consideration must be given as to how well their school's current programs are meeting career education goals.
- Explain that each task force member should assess the goals on the basis of whatever background, experience and knowledge he or she brings to the task force.

B. ACTIVITY I - INDIVIDUAL ASSESSMENT

- Explain that in this activity task force members will rate each of the 18 career education goal statements according to how well they feel their school's current programs are meeting each goal.
- Distribute to each task force member, one copy of the worksheet: How Well Are Goals Being Met? A master copy is located on pages 84 thru 87. Be sure to include a copy of the directions.
- Ask each task force member to read the directions for the activity and to complete the assessment individually. Allow 15-20 minutes.

SUGGESTED PROCEDURE(S)

C. ACTIVITY II - MATHEMATICAL AVERAGES

- After the assessment is completed by all, compute the group mathematical average for each of the 18 goal statements. Use a separate sheet of paper to do the figuring.

    a. Ask each member to read aloud his/her score for each particular goal.

    b. Add all the scores for each goal.

    c. Obtain the group average by dividing the total group score by the number of participants in the group. Carry averages out two decimal places such as 3.14.

    NOTE: The task force leader should record the group averages for each goal in the far right column on whichever summary form was used in Appendix II by the district steering committee. A master copy of the summary worksheet can be acquired from the district coordinator.

- Task force averages should be entered on the worksheet. Xerox copies of the summary should be made immediately and given to each committee member prior to the next activity.

D. ACTIVITY III - ANALYZE ASSESSMENT FINDINGS

- Review for the group the meaning of the last two columns of data on the summary sheet along with their own ratings.

    a. The priority rank column contains the ranking assigned each goal by the district steering committee

    b. The status assessment column is the steering committee's assessment of how well goals are being met by the district.

    c. The entry in the far right column is the task force assessments of how well goals are being met by their school.

SUGGESTED PROCEDURE(S)

- Have the participants look at the ratings in the three columns. Ask the question What can they do with this information? Encourage discussion of the question for several minutes. Eventually participants should identify the goal statements which received high priority ratings and low assessment ratings. These would indicate high need areas which are not being met by current school programs. Task force assessment ratings which are substantially different from steering committee ratings should be carefully analyzed.

- Tell the task force that you have a letter from the superintendent of schools which you wish to read to them:

MEMORANDUM

TO: Building Level Task Force

DATE:

SUBJECT: Career Education Program

FROM: Superintendent

Would you please prepare a one-page statement which will assist me in making some decisions regarding our career education program. In the statement, identify for me the goals on which we should concentrate our efforts in your building next year. Any rationale you can provide will also be helpful.

Please send your prepared statement to the district career education coordinator.

srw

NOTE: Task force members may ask, "What goes in a rationale?" Here are some possible answers:

a. relationships of the goals to present career education efforts.

b. interrelationship of the goals recommended for concentrated efforts.

c. how the high need goals were determined.

SUGGESTED PROCEDURE(S)

- Conduct a large group discussion to determine the priority career education goals to be included in the letter to the superintendent. Consider data accumulated during the status assessment in your decision making.
- The task force leader should summarize the groups' action and prepare a one-page letter for the district coordinator.
- Return to Step 8, Page 29, suggested procedure B.

SUGGESTED PROCEDURE(S)

HOW WELL ARE GOALS BEING MET?
WORKSHEET

Directions:
Listed below are the goals for a comprehensive career education program. The goals are not listed in priority order.

Your task is to read each of the goal statements and ask yourself: "In my opinion, how well are current school programs meeting this goal?"

The answer to this question for each of the goals will provide information needed to revise existing programs and to develop new programs. You should use the following rating system.

Extremely poor:	Nothing is being done to meet this goal.
Poor:	Efforts to meet this goal are weak; the school must do much more to meet this goal.
Fair:	Present program are acceptable, the school needs to attach more importance to this goal.
Above average:	The school is doing a good job in meeting this goal.
Extremely well done:	The school has implemented and continues to improve in this area.

For example: If you believe that your district is doing a good job in meeting this goal, "Understand a relationship of curriculum to career planning," draw a circle around the number 4 on the scale to the right of that goal.

Goal Statements

	Extremely Poor	Poor	Fair	Above Aver	Extremely Well Done
1. UNDERSTAND RELATIONSHIP OF CURRICULUM TO CAREER PLANNING A. Understand career implications of school subjects B. Understand how basic skills, marketable skills, and interpersonal skills are related to career goals	1	2	3	4	5
2. UNDERSTAND HOW ECONOMIC CONDITIONS AFFECT CAREER PLANS A. Understand how personal economics affect career plans B. Understand how economic trends affect career plans C. Understand the range of economic benefits associated with various occupations	1	2	3	4	5
3. APPRECIATE COMMUNITY ROLE IN CAREER DEVELOPMENT A. Experience the reality of the work world B. Gain access to role models in the work world C. Understand how those in the work world evaluate and perceive you	1	2	3	4	5
4. UNDERSTAND SIGNIFICANCE OF SOCIAL SYSTEMS WITHIN WORK SETTINGS A. Understand that occupational mobility is influenced by social systems B. Understand that access to training and jobs is influenced by social systems C. Understand sexism and minority group stereotypes D. Understand work setting power structures	1	2	3	4	5
5. ACQUIRE A SENSE OF INDEPENDENCE A. Develop ability to assign priorities to goals B. Develop ways to deal with the fact that one's career goals may be different from those of significant others	1	2	3	4	5
6. DEVELOP DECISION-MAKING SKILLS A. Understand steps in decision-making process B. Understand psychological aspects of decision making C. Understand that individuals make many career-related decisions D. Learn to accept responsibility for one's decisions	1	2	3	4	5
7. DEVELOP SKILLS TO COPE WITH A CHANGING WORK WORLD A. Understand how environmental changes affect work roles B. Understand the relationship between commitment and tentativeness C. Learn how to plan for change	1	2	3	4	5
8. DEVELOP AWARENESS OF PREFERRED LIFESTYLES A. Learn how to assess whether preferred work roles are in harmony with non-work roles B. Understand that in choosing an occupation an individual chooses a way of life	1	2	3	4	5

Goal Statements

Goal Statements	Extremely Poor	Poor	Fair	Above Average	Extremely Well Done
9. ACQUIRE EFFECTIVE INTERPERSONAL SKILLS A. Learn how to work in various types of groups B. Learn how to get along with authority figure C. Learn how to get along with peers D. Learn effective skills for interacting with opposite sex and minority group members	1	2	3	4	5
10. UNDERSTAND AND APPRECIATE THE DISCIPLINE OF WORK A. Understand that persistence, organization, use of resources, and productivity help one master the environment B. Understand that much of human activity involves work	1	2	3	4	5
11. DEVELOP CAREER PLANNING SKILLS A. Understand the importance of planned vs. haphazard career-related activities B. Assume responsibility for planning C. Develop sense of planfulness	1	2	3	4	
12. IMPLEMENT EDUCATIONAL AND JOB PLACEMENT GOALS A. Understand use of placement services B. Develop job seeking skills	1	2	3	4	5
13. APPRECIATE PARENTAL ROLE IN CAREER DEVELOPMENT A. Understand how parent/child relationship affects career development B. Understand relationship between parent/student expectations	1	2	3		5
14. DEVELOP A POSITIVE SELF CONCEPT A. Develop perception of oneself in terms of interests, abilities, values, and goals B. Develop awareness of how others see you C. Develop concept of ideal self	1	2	3	4	5
15. LOCATE AND USE SOURCES OF OCCUPATIONAL INFORMATION A. Know the human and material resources that are available B. Understand the role of occupational information when making career-related decisions	1	2	3	4	5
16. DEVELOP POSITIVE ATTITUDES TOWARD WORK A. Internalize the concept that work is a valued institution B. Appreciate all kinds of work C. Learn how to deal with occupational stereotypes	1	2	3	4	5
17. DEVELOP VALUES CLARIFICATION SKILLS A. Learn how to assess which values are important to oneself B. Learn skills to cope with value conflicts C. Learn to work with those whose values may differ from one's own values	1	2	3	4	5

Goal Statements

II. VALUE HUMAN DIGNITY
A. Understand interdependence of human care
B. Understand how to gain equal access to educational and occupational activities